

3. Design and produce the technical elements of theatre through artistic interpretation and execution

Students will:

- a. explain the basic physical and chemical properties of the technical aspects of theatre, such as light, color, electricity, paint and makeup;
- b. analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;
- c. develop designs that use visual and aural elements to convey environments that clearly support the text;
- d. apply technical skills and understandings, including scientific and technological advances, to collaboratively and safely create functional scenery, properties, lighting, sound, costumes and makeup; and
- e. design coherent stage management, and promotional and business practices.

4. Direct by planning or interpreting works of theatre and by organizing and conducting rehearsals

Students will:

- a. develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most appropriate;
- b. justify selection of text, interpretation and visual/aural choices; and
- c. effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

5. Research, evaluate and apply cultural and historical information to make artistic choices

Students will:

- a. identify and research cultural, historical and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to help make artistic choices for informal and formal productions.

6. Make connections between theatre, other disciplines and daily life

Students will:

- a. describe and compare the materials, ele-

- ments and means of communicating in theatre, dance, music and the visual arts;
- b. determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre;
- c. illustrate the integration of arts media in informal or formal presentations;
- d. create and solve interdisciplinary problems using theatre;
- e. analyze the significance of theatre in their lives and how theatre influences their behavior and thinking; and
- f. explore career opportunities in theatre and theatre-related fields.

7. Analyze, critique and construct meanings from works of theatre

Students will:

- a. construct social meanings from informal and formal productions from a variety of cultures and historical periods, and relate these to current personal, national and international issues;
- b. articulate and justify personal aesthetic criteria for critiquing dramatic texts and events by comparing artistic intent with the final performance;
- c. analyze and critique performances and constructively suggest alternative artistic choices; and
- d. constructively evaluate their own and others' collaborative efforts in informal and formal productions.

8. Demonstrate an understanding of context by analyzing and comparing theatre in various cultures and historical periods

Students will:

- a. compare similar themes in drama from various cultures and historical periods, create informal and formal performances using these themes, and discuss how theatre can reveal universal concepts;
- b. identify and compare the lives, works and influences of representative theatre artists in various cultures and historical periods;
- c. identify cultural and historical sources of American theatre and musical theatre; and
- d. analyze the effect of their own cultural experiences on their dramatic work.

CONNECTICUT STANDARDS FOR THEATRE ORGANIZED TO SHOW ARTICULATION (SEQUENCE)**Content Standard 1:** Students will create theatre through improvising, writing and refining scripts.**Grades K-4****Students will:**

- a. collaborate to select interrelated characters, environments and situations for classroom dramatizations; and
- b. improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue.

Grades 5-8**Students will:**

- a. individually and in groups, develop characters, environments and actions that create tension and suspense; and
- b. refine and record dialogue and action.

Grades 9-12**Students will:**

- a. construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

Content Standard 2: Students will act by developing, communicating and sustaining characters.***Grades K-4******Students will:***

- a. imagine and clearly describe characters, their relationships and their environments;
 - b. use variations of locomotor and nonlocomotor movement and vocal pitch, tempo and tone for different characters; and
 - c. assume roles (based on personal experience and heritage, imagination, literature and history) in classroom dramatizations.
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| <i>Grades 5-8</i> | <i>Grades 9-12</i> |
| <i>Students will:</i> | |
| <ul style="list-style-type: none"> a. analyze dramatic text to discover, articulate and justify character motivation; b. invent character behaviors based on the observation of interactions, ethical choices and emotional responses of people; c. use acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that reflect artistic choices; and d. in an ensemble, interact as the invented characters. | |

Students will:

- a. analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genre and media;
- b. compare and demonstrate acting techniques and methods from a variety of periods and styles; and
- c. in an ensemble, create and sustain characters.

Content Standard 3: Students will design and produce the technical elements of theatre through artistic interpretation and execution.

Grades K-4

Students will:

- design the playing space to communicate characters and action in specific locales; and
- collaborate to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup.

Grades 5-8

Students will:

- describe and use the relationship among scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama;
- analyze improvised and scripted scenes for technical requirements;

Grades 9-12

Students will:

- explain the physical and chemical properties of the technical aspects of theatre, such as light, color, electricity, paint and makeup;
- analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;
- develop designs that use visual and aural elements to convey environments that clearly support the text;
- develop the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity) and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and non-traditional sources; and
- work collaboratively and safely to select and create elements of scenery, properties, lighting and sound to signify environments, and costumes and makeup to suggest character.
- apply technical skills and understandings, including scientific and technological advances, to collaboratively and safely create functional scenery, properties, lighting, sound, costumes and makeup; and
- design coherent stage management, and promotional and business plans.

Content Standard 4: Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals.**Grades K-4*****Students will:***

- a. collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations.

Grades 5-8***Students will:***

- a. demonstrate social, group and consensus skills by leading small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes.

Grades 9-12***Students will:***

- a. develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most appropriate;
- b. justify selection of text, interpretation and visual/aural choices; and
- c. effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

Content Standard 5: Students will research, evaluate and apply cultural and historical information to make artistic choices.**Grades K-4*****Students will:***

- a. communicate information to peers about people, events, time and place related to classroom dramatizations.
- a. apply research from print and nonprint sources to script writing, acting, design and directing choices.

Grades 5-8***Students will:***

- a. identify and research cultural, historical and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to help make artistic choices for informal and formal productions.
- a. identify and research cultural, historical and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to help make artistic choices for informal and formal productions.

Grades 9-12***Students will:***

- a. identify and research cultural, historical and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to help make artistic choices for informal and formal productions.